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ABSTRACT

Competency-based skills necessary for improving the professional role and function of curriculum supervisors and developers are researched and identified. The role of the curriculum worker is categorized under four headings and rationale provided for each: (1) coordination of curriculum planning and development; (2) definition and application of curriculum theory; (3) design and application of curriculum research; and (4) provision of aid in filling inservice needs of staff. The place of curriculum workers as supporting staff members in school systems is surveyed. An outline relating 174 competency items to the curriculum worker's role and functions (management, program and instructional improvement, interpersonal relations, and research) is developed. Examples of assessment of two of these competencies are presented, giving statements of competency subdivisions in behavioral terms, a description of assessment setting and personnel involvement, and a list of criteria on which the assessment is made. Four major issues of concern to college staff and practicing school administrators and supervisors in designing and implementing competency-based supervisory issues are discussed, subissues identified, and suggested solutions and implications offered. These four major issues are: competency identification; learning experiences; competency assessment; and program governance. (MJB)

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VOL. 33, NO. 1

# THE SUPERVISOR AND CURRICULUM WORKER: COMMITMENT AND COMPETENCE

NEW YORK STATE ASSOCIATION FOR SUPERVISION AND CURRICULUM DEVELOPMENT

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# THE SUPERVISOR AND CURRICULUM WORKER:

# COMMITMENT AND COMPETENCE

Prepared by the Committee on the Professionalization of
Supervisors and Curriculum Workers
New York State Association for
Supervision and Curriculum Development

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1977

The University of the State of New York
The State Education Department
DIVISION OF TEACHER EDUCATION AND CERTIFICATION
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DivTEC 76-77 (9) July 1977

MEMORANDUM

TO: City, Village and District Superintendents of Schools, Supervising and District Principals and Presidents and Teacher Education Contact Persons in Institutions of Higher Education Offering Teacher Education Programs, Presidents of Local Teacher Associations and other interested persons

FROM: Vincent C. Gazzetta, Director, Division of Teacher Education and Certification

SUBJECT: Preparation and Assignment of Curriculum Specialists

In keeping with the Regents' 1972 Statewide Plan for Post-Secondary Education, preparatory programs for the certification of public school personnel must be converted to a process which calls for the candidate to demonstrate skills, knowledges and abilities which have been explicitly and publicly stated. Programs for the preparation of school administrators and supervisors, including such positions as director of curriculum, curriculum supervisor, and department chairperson, are also included within the aforementioned plan.

In the interest of identifying the knowledges, skills and attitudes a curriculum specialist should possess, the New York State Association for Supervision and Curriculum Development has developed a paper which addresses itself to the desired capabilities of the curriculum supervisor.

We commend the enclosed paper to personnel in institutions of higher education charged with the responsibility of developing, implementing and evaluating such programs of preparation, and to school district officials responsible for the recruitment and selection of curriculum supervisors. The statements represent the efforts of a representative group of experienced professionals which may serve as a useful guide to program personnel and school personnel administrators.

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# PREFACE

It has been my pleasure to serve as liaison member from the New York State Association for Supervision and Curriculum Development's Executive Board to the present NYSASCD Committee on the Professionalization of Supervisors and Curriculum Workers. My capacity was merely to serve as an interface and communication agent between the Board and the Committee. On those occasions when I met and worked with the Committee, I came to develop a high degree of enthusiasm and respect for the herculean task which they had undertaken. Likewise, my admiration for their accomplishment is of the highest degree. I was highly flattered when the Committee asked me to edit the final copy of this document and to write a preface for the work. I thank them for their honor and commend to you not only the quality of their work, but also their own selfless professionalism as educators.

This publication marks another accomplishment of the NYSASCD, dealing with its longstanding concern to further professionalize the functions of the supervisor and curriculum worker. As mentioned, this publication has evolved from the diligent efforts of the present NYSASCD, Committee for the Professionalization of Supervisors and Curriculum Workers during the past three years. This Committee, consisting of Gordon Bianchi, Starpoint Central Schools, Lockport, New York; Thomas Curtis, State University of New York at Albany; Anthony Deiulio, State University College at Fredonia; Robert Harnack, State University of New York at Buffalo; Bernard Kinsella, Nazareth College, Rochester, New York; George Rentsch, State University College at Brockport; and Chaired by William Ecker, Churchville-Chili, New York School District, has based its efforts on the achievements of previous NYSASCD Professionalization Committees. As the section dealing with History and Rationale describes, the concern and awareness of NYSASCD to research and identify competencies necessary for improving the professional role and function of curriculum workers far predates the current competency-based movement. It was from these previous research efforts that the present Committee charge to refine and extend this work was fashioned.

To this end, the present Committee has met and worked with a range of professionals throughout the State. Included were State Education Department personnel concerned with developing competency-based certification programs for supervisors and curriculum workers, professorial staff of colleges and universities concerned with the development of graduate programs to prepare and certify supervisors and curriculum workers, and with regional groups of public school supervisors and curriculum workers across the State. The purpose of these activities was to identify the concerns at all levels and to serve as a resource in the development of competency-based programs for the preparation and certification of curriculum workers. These efforts culminated in three, regional, drive-in conferences across the State in the fall of 1975, sponsored by the NYSASCD Professionalization Committee with the New York State Department of Education. These meetings provided informational sessions for representatives from higher education institutions and public and private schools to discuss current developments and evolving programs for the certification of supervisors and curriculum workers in their areas. The members of the Committee and Dr. Charles Mackey, Bureau of Certification, New York State Education Department, served as staff for these meetings along with representatives from area campuses developing certification

programs.

From these experiences, the Committee members have pursued their charge to develop published materials further explicating the movement towards competency-based supervisory education. This publication presents the synthesis of the work of the present Committee and the current "state of the art." It relates the history and rationale of this movement and outlines both competency areas and specific competencies developed in the research and work of the NYSASCD Professionalization Committees to date. Further specification is provided in the areas of the Competencies, Learning Experiences, Competency Assessment, and Certification Program Governance. In each of these areas, major issues and their implications for Public School Staffs, College Staff in Certifying Programs, and Professional Associations for Supervisors and Curriculum Workers are discussed.

The Committee is also concerned about pre-service and in-service implications for the professionalization of supervisors and curriculum workers. Efforts are underway to compile a computer-based resource unit dealing with competency-based education of supervisors and curriculum workers. This project is presently involving scholars, university professors, and practitioners across the nation through the participation of ASCD membership. The work will compile and refine a computerized collection of instructional objectives, content items, instructional activities, materials, and measuring devices, dealing with competency-based education of supervisors and curriculum workers. The resource unit will have application to both pre-service and in-service preparation and education of supervisors and curriculum workers. It is anticipated that the resource unit will gain immediate utilization within college and university programs concerned with the graduate preparation and certification of supervisors. As for the needs for in-service and continuing education of supervisors, the Committee anticipates the resource unit will provide a highly flexible and adoptive vehicle for use in such programs for supervisory personnel within the local district setting. The computerization of the resource unit gives it a major advantage over a published format in that it is subject to immediate up-date by deletion of any information rendered obsolete by new data or sources. The entry of such new data into the computerized program makes continuing up-dating of the resource unit an on-going phenomenon.

Although this publication has been developed through the efforts of NYSASCD, we believe that this document will have application to the national audience of supervisors and curriculum workers. Further, we believe that the specific application and utilization of this publication will be immediate in New York State because of the history of interest and work here to develop competency-based supervisory education. However, we feel that those throughout the nation concerned with developing competency-based programs to prepare supervisors and curriculum workers will find it of great benefit and help. We in NYSASCD are extremely proud of our Professionalization Committee members and wish to thank them for their efforts which have resulted in this publication.

Conrad F. Toepfer, Jr.
State University of New York at Buffalo
New York State ASCD Executive Board

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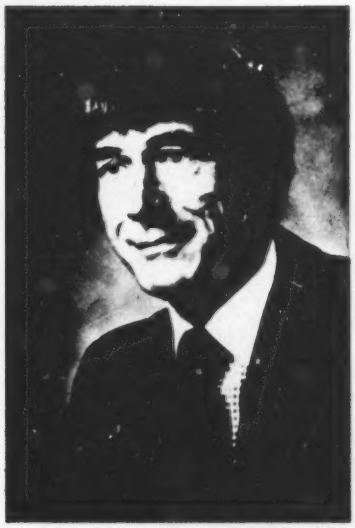

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## HISTORY AND RATIONALE

### History

It is difficult to pinpoint the date when interest in competency-based education became a national movement; but that it is a national movement is indisputable. Over half the states have taken some kind of action ranging from the development of master plans for the development and implementation of competency-based education programs, as in New York, through formulation of alternatives to it or to limited study and preliminary exploration, as in some states.

The competency-based education effort represents attempts by schools and colleges to respond to recent reform movements. During the first few years following Sputnik, it seemed that education might remain virtually unchanged in the mold of "the discipline-oriented, sequentially organized, concept and generalization-laden classroom," and the curriculum worker was to be prepared to fit that mold. By the late 1960's, however, the current ferment for competency-based education had begun to develop.

Most of the effort in competency-based education has been directed at the preparation of teachers at the pre-service, pre-degree level by schools and colleges. The New York ASCD was one of the first professional organizations to exhibit concern over competency-based education as it relates to preparing the supervisor and curriculum worker. The Professionalization Committee of the NYSASCD was appointed in the spring of 1967 and held its first meeting on November 10th of that year in the Williamsville (N.Y.) Central School District. In April, 1968, it issued an interim report entitled, "The Future Role of the Curriculum Worker." Shortly after the release of that report and as a result of the committee's work up to that point, National ASCD was alerted to the need for establishing an officially recognized body at the national level which would help deal with the issues being identified and anticipated by the committee. At the urging of NYSASCD and following the submission of a proposal to National ASCD by Robert Harnack, a member of the New York State Professionalization Committee, the Executive Committee of National ASCD, in May, 1969, voted to establish for a 3-year period a Supervision Council with Harnack as chairman. One of the major purposes of the Supervision Council was:

> "To develop a publication related to behavioral competencies needed by supervisors in the areas of curriculum planning, in-service, curriculum research, and curriculum theory."

In 1972, at the end of its 3-year commission, the Supervision Council was disbanded for lack of financial support. In the meantime, the NYSASCD, through its Professionalization Committee, having continued its work on defining competencies for the curriculum worker since the issuance of the interim report in 1968, published a revised and "final" report. Keeping the same title, "The Future Role of the Curriculum Worker," the complete report appeared as an issue of IMPACT, the official journal of the NYSASCD in the fall of 1973 (Vol. 9, No. 1).

Since that publication the committee has conducted regional conferences across the state using its report as a point of departure for

refining competencies and to deal with the problems of implementation. The committee also has served as consultant to school and college consortia developing competency-based programs for curriculum workers, and has been in close touch with and offered its assistance to the state certification agency. It has provided a forum for teachers to participate in offering assistance in developing programs, and sees the role of NYSASCD as a professional organization to be of assistance as programs are planned, tested, implemented, and evaluated.

Rationale

The basic rationale underlying competency-based education is difficult to refute. All professional programs would like to prepare competent professionals. Competency-based education postulates that certification will be granted only when competence is demonstrated by the prospective professional.

The basic concepts which make up this rationale are relatively straightforward. Competency statements are derived from the role of the practicing professional, stating explicitly what the learner is to demonstrate for success. While such competencies include cognitive and affective objectives, the primary emphasis must in the end be on performance, that is, what the professional can do and also on the consequences, that is, on the effects of his performance.

That the teacher in the school system will be the prime decision maker in the development of teaching-learning situations for youth is a viewpoint which should be emphasized. Seeking the answers to professional questions and problems regarding work in the classroom is the prime activity of professional teachers. Finding appropriate answers to instructional questions and problems regarding the improvement of instruction is the purpose of curriculum planning. The committee believes that teachers play the most active role in this challenge. The committee believes that the teaching staff has to be involved in choosing and making decisions about the education of children. Still more important to the committee members is the belief that the teaching staff not only consists of professional people who have the right to make professional decisions, but that they have the obligation to make a choice regarding appropriate courses of action. The committee finally believes that teacher involvement in curriculum decision-making is not for purposes of professional growth but rather for the purpose of improving the total curriculum offerings. Basically, the committee members feel that the teaching staff is professional, that the responsibility for choosing the best course of action lies with the teachers, and that when answers to instructional problems are found they will be discovered by the teaching staff.

Once this heavy involvement by teachers in curriculum planning is a reality, the task of the curriculum worker takes on especially new perspectives. In like manner, once the professional growth of the teacher reaches the stage where he knows and practices different methods of defining scope and sequence, or employs various curricular approaches in the classroom, or writes specific instructional objectives in the various categories of the affective or cognitive domain, the role of the curriculum worker will change and require, therefore, a different form of preparation. To that end, the committee believes that the future role of the curriculum worker, his competence, and his functional knowledge, can be categorized under four headings:

Coordination of Curriculum Planning and Development

Definition and Application of Curriculum Theory

Designing and Applying Curriculum Research

Providing for the In-Service Needs of the Staff.

Rational for Each Classification

1. Coordination of Curriculum Planning and Development

There is a clear danger in every long-term educational program tnat different subject-matter disciplines, grade levels, departments, schools, or individual teachers may tend to go in separate directions, even though there are common over-all general educational objectives. The Committee on Professionalization recognizes that the curriculum worker's task of coordinating all facets of a school program is important and will continue to be important in the future. In fact, the committee feels strongly that the future will probably require more coordinating activities than ever before.

It is questionable whether a great deal has to be said about the curriculum worker as a coordinator, a change agent, or a communicator. This aspect of the work of the curriculum person has been defined numerous times. However, for purposes of re-emphasis, the following points should be made. First, the separate growth of elementary schools, schools for young adolescents, senior high schools, vocational schools and subject-matter disciplines has caused great difficulty in coordinating the development of teaching-learning situations for individuals which entails the coordination of combinations of a variety of components. Although each entity has much to commend its further individual development, their separateness is actually detrimental to the individual student in achieving the overall objectives of any public education program. The coordinator of the future will also be faced with the problems of drawing out those human characteristics of brotherhood and empathy that will become increasingly important. Generally, the committee members feel that the coordinating task of the curriculum worker must be emphasized and re-emphasized in order to share goals that each separate area has in common.

Certainly, the curriculum worker must have the ability to recognize and help others to recognize the interpersonal and instructional problems that arise because of the lack of communication and coordination. Beyond this, it is necessary for him to know how to formulate machinery to implement and achieve coordination. Finally, he must be knowledgeable enough about administration to schedule appropriate meetings, conferences, workshops, as well as to determine the budgets necessary to provide money for such activities. While this sounds like a simple procedure, it is not. Quite often the teaching staff members, busy in their everyday development of teaching-learning situations, do not or cannot recognize those overall instructional problems which inhibit the improvement of teaching-learning situations in their classroom. A curriculum worker should be able to help teachers identify these system problems and determine, with them, ways to solve such problems by providing meetings and situations whereby upper-grade teachers can talk and work with lower-grade teachers, or one subject-matter area can talk and work with another one. The curriculum worker should be

knowledgeable enough in this area so that common problems can be defined and solved. In like manner, the scheduling of meetings, or the budgeting of monies sounds like a simple task. It is not. Boards of Education may not recognize the need for this type of organizational or professional activity which provides general improvement of a school program. Therefore, it becomes necessary for the coordinator of curriculum to make these professional concerns known to the Board of Education. In all of these activities, needless to say, the curriculum worker must have the desire, knowledge and creativity necessary to carry out these tasks.

2. Definition and Application of Curriculum Theory

The members of the committee agreed that the curriculum worker of the future needs to be an expert in philosophy of education, curriculum theory, and those factors which enable a school staff to make a series of intelligent decisions about the development of teaching-learning situations. This is not to say that the curriculum worker would hold to a specific philosophy of education, a curriculum theory or to a series of factors put together in a specific fashion. Rather, we believe that he must identify and apply, where necessary, all philosophies of education and all forms of curriculum theory when decisions concerning teaching-learning situations are at stake. The curriculum worker must also know how to inquire--how to develop ways of knowing. He needs to know how to help others to adjust to changed circumstances. The basic belief of the committee is that knowledge in this area would enable the curriculum worker to serve as a better coordinator, group discussion leader, resource person, or change agent when he works with other members of the staff. Lack of knowledge in this area may conceivably promote fuzzy thinking regarding the direction of change. Negatively speaking, the committee members feel that one of the basic problems in curriculum development today relates to the lack of knowledge of philosophy of education or curriculum theory. For the present we strongly recommend that all curriculum workers and supervisors take immediate steps to assure a firm foundation in these areas in order that more appropriate decisions can be made. Certainly, at present, there are many negative factors within school systems which are detrimental to long-term planning. In like manner, the lack of careful thinking about curriculum theory, curriculum design, as well as the individual factors which make up such design, has been detrimental to planning, implementation, and evaluation of intelligent curriculum development.

Obviously, in this report, the committee members did not want to identify a philosophy or a curriculum theory which must be followed. Instead, it concludes that the curriculum worker must be knowledgeable in all areas mentioned in order to identify the inconsistencies or the gaps in thinking regarding the development of curricular situations. A decision by a school staff not to recognize the contemporary problems of a society is, basically, a philosophical decision. The task of the curriculum worker would be to indicate to the staff the particular philosophy being used.

In many instances, where a philosophy is being followed, the staff members do not recognize the point of view as a philosophy of education. For example, the decision to improve a sex education program in the public schools without taking into consideration the characteristics of contemporary society or the growth characteristics of

children would indicate immediately to the curriculum worker that certain factors of a curriculum model are being ignored. Again, the staff may be able to choose to ignore these factors in a curriculum design, but at least they should be cognizant of the bases of their actions. It is the committee's feelings that it is the responsibility of the curriculum worker to call attention to such ignorance.

Basically, this area represents overall thinking about curriculum planning and development and such all-inclusive thinking will become very important in the future, if it is not now. During committee discussions, many examples were given where philosophical thinking about curriculum problems was ignored because curriculum development seems to revolve about much smaller issues found in the total package.

3. Designing and Applying Curriculum Research

With the advent of more serious thinking regarding the coordination of the separate schools, grade levels, and subject matter disciplines and with the advent of the curricular worker's competence in philosophy and curriculum theory there will be more scientific and professional thinking about the relationship of research to the development of teaching-learning situations.

At this stage it will be necessary for the curriculum worker to be competent in the area of educational research in order that he may help staff members find specific answers to problems and conditions that exist in professional education. At the present time, in the field of curriculum development, sparse evidence is available which displays the knowledge of educational research by curriculum workers.

Fundamentally, in the area of educational research, the curriculum worker will be encouraged by the staff to study teaching-learning situations, their effectiveness, and to communicate fully, unhampered by prejudices and pressures. Research problems for study will grow out of the instructional problems that teachers have as they work every day with the learner. We have to assume that the curriculum worker would know the "nuts and bolts" of descriptive and experimental research design as well as an understanding of the research potential of historical and philosophical study. What is most important to the committee members is that this person have a realistic outlook on the usefulness of educational research as well as an attitude which predisposes him to encourage people to not only use the conclusion of their own research, but to use the conclusions of other studies. Basically, he will have to encourage an attitude of professional thinking about curriculum--an area which can be seen as unscientific because of the artistic nature of the endeavor. This artistic knowledge is developed through the juxtaposition of parts, addition of dimensions, institution and spontaneity of the "right moment," and the undivided communion of product with process where the operator shapes something beyond himself.

4. Providing for the In-Service Needs of the Staff

The committee members feel strongly that the curriculum worker of the future will have an enormous work-load regarding the in-service education of teachers. Actually, the future intellectual and professional needs of teachers, who are involved in professional decision making, should receive a much greater portion of his time. He will be

providing for the professional needs of the individual teachers, small groups of teachers, and in some instances, large groups. As the staff becomes more professional, we feel that the intellectual needs of teachers will revolve, more and more, about the definition of unit topics, the specifications of instructional objectives, and the identification of content from many disciplines to meet the objectives that are specified as well as a careful analysis of methodologies, instructional materials, and measuring devices necessary to evaluate the achievement of the objectives. Since some teachers will be involved in such decision-making, as individuals or as small teams, most of the needs will be quite specifically related directly to individual decisions or team decisions. Obviously, the committee members still feel the need for larger meetings such as conferences, institutes, and pre-school work-shops. Nevertheless, the emphasis will be on meeting the needs of individuals and small groups of teachers. For example, a team of teachers might find it necessary to call in a single consultant to help them define teaching-learning activities and materials which will enable them to get at specific objectives in the affective domain. Similarly, a short course may be necessary for purposes of helping an individual or small group of people develop measuring devices related to specific types of objectives. Larger conferences which deal with the use of newer media in education might prove to be appropriate to a total staff. Whatever the professional needs are that must be met, the curriculum worker will have the responsibility of meeting needs through his own knowledge, other consultants, literature, reporting on research studies, or a general "give and take" between the members of the same school system.

## THE CURRICULUM WORKER AS A STAFF MEMBER

Whether the curriculum member behaves as a coordinator, a change agent, philosopher, curriculum theorist, researcher or facilitator of in-service education, his task will be that of a supportive staff member in the school system. Realistically, his basic task will be to provide supportive services such as assistance in analyzing instructional problems, helping to remove barriers which might hinder orderly progress in terms of encouraging change or instilling confidence in the teaching staff. The committee members have assumed from the beginning that the teaching staff would have a series of needs which the curriculum worker could attack and by doing so would facilitate the professional functions of the teacher and subsequently improve teacher efficiency. The committee members do not recognize this person as a line officer in a "chain of command." Basically, the committee recognizes this person to be one with special competence who will be needed by a professional teaching staff constantly and consistently concerned with the improvement of instruction. With respect to this concept, it is probably best to try to picture the curriculum worker as a member of the teaching staff concerned with meeting the needs of those who are particularly concerned with the improvement of that instruction or the coordination of that instruction in order to improve learning.

## OUTLINE OF COMPETENCIES

The present outline of those competencies necessary to the curriculum worker is a composite of the work of many educators, all concerned and expert, who gave unstintingly of their time and effort in the development of a viable set of guidelines for colleges and schools. These guidelines, while not exhaustive, and not including administrative aspects outside the realm of curriculum, should offer the inquiring state education department person, college professor, and public school administrator a series of insights into the development and education of a public school curriculum worker.

The original list of competencies from which this outline was adapted and reorganized was presented in IMPACT 1973, Vol. 9, No. 1., issued by the New York State ASCD Committee on Professionalization. Members of that committee were: John Chiavaro, Francis Ciurczak, Anthony Deiulio, Frank Dunn, Robert Harnack, and James Zatlukal.

The current Committee on Professionalization was asked to revise and reorganize the competencies listed in the 1973 issue of IMPACT. An analysis of the 174 competencies indicated that further subdivision would make the organization of the competencies more manageable. With the aid of a Supervision Seminar class led by Joseph Leese at SUNY at Albany, a matrix was developed adding four functions to the four roles described on pages 8 to 19. These functions deal with management, program and instructional improvement, interpersonal relations and research. The functions are not intended to dilute the significance of the original four roles. Rather the committee is unanimous in its belief that these functions are essential to further delineating the roles of the future curriculum worker.

The management function emphasizes the management and development of staff, the management of resources and other general administrative responsibilities of the curriculum worker as he carries out these four roles.

The program and instruction improvement function emphasizes program design, development, modification and evaluation responsibilities of the curriculum worker as he carries out these four roles.

The interpersonal relations function emphasizes the essential group process skills and the personnel professional growth and development needs of the curriculum worker if he is to be successful in carrying out these four roles.

While similar to the third role (Designing and Applying Curriculum Research), the research techniques function emphasizes the need to be knowledgeable in specific research methodologies as opposed to the need to recognize the importance of research and evaluation.

## Competency Items and Their Relationship to Roles and Functions

Roles

I. Coordination of Curriculum Planning and Development
II. Definition and Application of Curriculum Theory
III. Design and Application of Curriculum Research
IV. Provision for In-Service Needs of the Staff

Functions

A. Management
B. Program and Instructional Improvement
C. Interpersonal Relations
D. Research

| Functions | Roles I | II | III | IV |
|---|---|---|---|---|
| A | 1-18 | 42-53 | 90-104 | 138-151 |
| B | 19-30 | 54-77 | 105-113 | 152-155 |
| C | 31-40 | 78-88 | 114-118 | 156-171 |
| D | 41 | 89 | 119-137 | 172-174* |

In addition to its work in reorganizing the competencies, members of the current Professionalization Committee also accepted the task of developing alternative means of more clearly delineating the generic competencies already developed. Those efforts consisted of subdividing selected competencies for which appropriate assessment procedures were then listed. Two examples of means of assessing objectives are presented in order to illustrate varying approaches to assessment. (See page 20.) These objectives and assessment procedures follow.

### Outline of Competencies for the Curriculum Worker

I. Coordination of Curriculum Planning and Development.

A. Management.

1. Produce and implement a year-long plan focused upon curriculum planning and the development of problems involving staff, parents, students, and support personnel, indicating their specific assignments and responsibilities, and providing a schedule of steps toward completion.

2. Define, with staff, common problems and help staff with the solution of these problems.

3. Develop, with staff, behavioral objectives, which will be measurable and compatible with the content area.

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* The above combination of numbers refers to the specific lists of competencies that follow.

4. Help and encourage teachers to be innovative and to accept different methods as long as they are consistent with objectives.

5. Accept the individual differences of adults in conducting workshops for the development of curriculum.

6. Be a primary resource person.

7. Follow through on a course of action decided.

8. Disseminate information on current innovations to staff members directly involved in a specific area of innovation.

9. Promote and encourage the direct involvement and participation of teachers in planning, implementing, and evaluating curricular innovations and adjustments.

10. Describe the various points of view and the proper relationships of different subject areas to each other.

11. Open channels of communication within professional staff that will allow crossing grade levels, ability levels, and individual discipline structures.

12. Develop an attitude of commitment to local, district, state and national curriculum development and improvement programs.

13. Plan budgetary allocations to ensure that curriculum plans can be inaugurated.

14. Seek help and cooperation from staff members in setting up programs of curriculum development and/or improvement.

15. Communicate progress, plans, and problems between staff members and curriculum-making bodies.

16. Approach all curriculum change with a concern for communication, both horizontal and vertical.

17. Identify, accept and anticipate the needs of teachers (who are engaged in planning and development).

18. Set up a system for the exchange of information among teachers.

B. Program and Instructional Improvement.

19. Coordinate at a variety of levels and areas (locally as well as regionally) programming for instructional development.

20. Schedule periodic interdepartmental meetings within a school or a school system to define common curricular problems and to seek solutions.

21. Develop a program for continuous curriculum development.

22. Help determine integration of subject areas into total overall curriculum.

23. Evaluate the effects a course of action may have on those affected by the program change.

24. Coordinate curriculum planning and development for the local district, K-12.

25. Determine the needs of community and of individual pupils in planning and developing programs at all levels of instruction to fulfill these needs.

26. Provide vision for long-range planning.

27. Appoint cross sectional committees (K-12) to establish in writing, common goals for all levels.

28. Produce, in printed form, a description of the district's organization for curriculum improvement (which accounts for both human and material resources.)

29. Provide a means for continuous evaluation of existing programs.

30. Identify and solve instructional problems which hinder improvement of teaching-learning situations in the classroom.

C. Interpersonal Relations

31. Evaluate the current educational trends and know the philosophical basis for these trends.

32. Recognize the dangers to educational development inherent in each of these trends.

33. Assist the group to pursue various possible solutions to a problem.

34. Summarize clearly and concisely various solutions.

35. Assist the group in coming to decisions based on the alternative choices.

36. Improve his ability to communicate positively and influentially with many different personalities.

37. Offer, by example, his own philosophy of education.

38. Speak competently before faculty and critically appraise their efforts.

39. Understand both elementary and secondary education (with a strong background in one of the levels.)

40. Establish a philosophy or a frame of reference (from which he operates and acts in a manner consistent with such a philosophy of reference.)

D. Research.

41. Use research on child development and learning in selecting and sequencing concepts for curriculum development.

II. Definition and Application of Curriculum Theory.

A. Management.

42. Convey the idea that curriculum is not a prepared, pre-digested, neatly wrapped educational package, but rather that which emerges when resources and individual perceptions are joined.

43. Assist staff in applying curriculum theory to local curriculum research and development.

44. Aid other staff members in developing a philosophy.

45. Provide activities for individuals and small groups of teachers to analyze curriculum theory and to formulate plans for practical classroom application.

46. Provide opportunities for teachers to understand and evaluate curriculum developments.

47. Respect a variety of ideas, and talk about them in such a way that they have practical value for people around him, by helping those people around him, by helping those people see how the ideas fit into realistic classification or learning theories.

48. Identify contemporary problems in society.

49. Use technical professional knowledge to achieve the objectives of the curriculum.

50. Demonstrate the operation of any given curriculum theory so that it can be identified by teachers who observe.

51. Direct new teachers and other staff members toward the utilization of the new curricular models as they relate to specific subject areas.

52. Diagnose attitudes of personnel and problem situations to determine the appropriateness of the curriculum theory to be applied.

53. Involve the entire professional staff in arriving at a definition of curriculum theory.

B. Program and Instructional Improvement.

54. Define and apply curriculum theory with respect to the local situation.

55. Understand specific theories of curriculum and apply them within the context of the school district.

56. Synthesize the knowledge of curriculum theory into a conceptual scheme which is appropriate to current curriculum tasks.

57. Review the overall curriculum of the school district and assure that it is consistent with curriculum theory.

58. Study proposed curriculum changes to determine if proposals are consistent with the existing school philosophy.

59. Analyze and evaluate all philosophies of education, all forms of curriculum theory, and all factors relating to teaching-learning situations.

60. Define a problem in his school district in terms of curriculum theory and offer tangible steps for correction of the problem by putting the theory into practice.

61. Describe the major philosophies of education and indicate those which are implicit in a particular statement of objectives.

62. Relate consistencies or inconsistencies within a given teaching sequence to the stated objective.

63. Apply theory and philosophy of curriculum to any particular situation requiring curriculum modification or change.

64. In making decisions to curriculum content, meet with teacher groups, lay groups, and consultants, and from these meetings identify, in writing, problems which are relevant to the lives of the children.

65. Illustrate a curriculum theory in systems and analysis form.

66. Adapt the innovation to the local situation.

67. Identify the theory which predicts the program and on which is based the philosophy that governs application of the theory.

68. Define and apply appropriate curriculum theories to an instructional problem. This will include interpreting in lay language the theory and its application to Board members or parents, as well as staff.

69. Identify and promulgate ways for the decision-making teacher to be more sensitive to the specific learning problems of the individual student.

70. Identify and apply factors which significantly improve the learning environment for individuals and groups of students.

71. Apply curriculum to the development of materials; for example, application of principles of content selection, i.e. transmission of cultural heritage criteria of utility, social efficiency, interest, and ideals of democracy and social development.

72. Relate diagrams, theories, schemes and descriptions of curriculum theories which can be associated with their designers.

73. Analyze the theories and explain the basis for acceptance or rejection of whole or parts.

74. Discuss the possibilities of unifying learning for students and demonstrate by unifying what he does for others...shows relationships among satisfying staff needs...draws analogies in his own presentation.

75. Serve as a process person in the integration of different content areas for total life integration.

76. Identify and relate teacher and school system philosophies of curriculum and instruction with the value systems those involved in curriculum development cherish.

77. Gain sufficient knowledge of curriculum theory to develop a curriculum in relation to a unique situation and need.

C. Interpersonal Relations.

78. Provide opportunities for teachers to study and act in groups on problems of concern to them.

79. Show knowledge and understanding of factors that effect change and become more adept at "utilizing elements to change."

80. Interpret the philosophy of the district to the staff and operate within this philosophy without losing his own individuality.

81. Work effectively with individuals and groups to achieve common goals.

82. Cultivate openness to new experiences.

83. React to curriculum changes with open-mindedness and not institute changes just for the sake of change or to get on the "bandwagon."

84. State alternative courses of action based on each theory.

85. Encourage the wide application of the theory.

86. Use a broad repertoire of skills in encouraging teachers to learn more about the meaning of curriculum.

87. Design and implement a system where the students, citizens, parents and staff would determine and design their curriculum needs as they relate to contemporary curriculum theories.

88. Help individuals develop and identify their own curriculum theories.

D. Research.

89. Research areas of interest as a necessary step in the application of curriculum theory.

III. Design and Application of Curriculum Research.

A. Management.

90. Secure and disseminate research studies which contribute to understanding pupils, subject matter, method motivation, teacher instruction and/or hypothesis involved.

91. Develop a relationship with staff members which will instill in them a willingness to help in researching curriculum change.

92. When presented with data which indicate the need for new and/or different approaches to teaching a given topic or subject, assist affected groups in designing a research project to implement, carry-on, and evaluate a new approach.

93. Identify methods and techniques of data generation.

94. Initiate and maintain continuous evaluation research and foster evaluation research.

95. Require "evidence" and "performance" from the staff to back up efforts they may wish to make trying out new methods of materials.

96. Interpret research findings to teachers, school officials, and community.

97. Help staff develop competency in "action research" in order to evaluate individual classroom programming.

98. Involve the instructional staff in the design and implementation of exploratory pilot programs in individual classrooms and schools.

99. Prepare and distribute annotated listings of curriculum research findings to appropriate individuals and small groups of teachers.

100. Define/delineate problems and skillfully help others change in such a process.

101. Assist teachers in developing interdisciplinary problem

ıtification for research purposes.

102. Keep professional materials at his fingertips for the pur se of helping others find some answers to their own questions.

103. Encourage teachers to participate in pilot programs.

104. Invite teachers with common problems to explore possibilities of resolutions, consensus, or whatever is needed. (across grade lines)

B. Program and Instructional Improvement.

105. Study carefully the problems of adjusting teaching procedures to the objectives, development levels and age of the groups for which they are intended.

106. Demonstrate through in-class action research that "testing" of ideas is a way of working and learning and essential in education.

107. Identify pertinent problems within the school.

108. Establish the relevancy of research in the improvement of instruction.

109. Direct implementation of research results for the improvement of individualizing learning.

110. Plan programs to test the effectiveness of teaching methods or teaching.

111. Evaluate existing curriculum research and design and encourage teachers to design a new "yardstick" for curriculum measurements.

112. Abstract and disseminate significant research findings which have relevance to specific instructional problems identified.

113. Write curriculum guides that use research implications on how children learn.

C. Interpersonal Relations.

114. Encourage an atmosphere of experimentation and research which is reflected by all professional personnel.

115. Create conditions by which others may form and test innovations;

a. accept all theories and problems as worthy.

b. search for clarity of and listen with empathy to the problems and theories of others.

116. Identify and select clinical techniques by which teachers may derive feedback as to the effects of their behavior.

117. Participate, periodically, in projects of self-evaluation, self-renewal, and self advancement. Recognize the effects of one's own behavior and modify it accordingly.

118. Be inventive, ingenious, creative, persevering, and in a special sense, dogmatic. To use other descriptive words or terms, one might say with some validity--objective, neutral, precise.

D. Research.

119. Define and clarify problem areas until they are suitable (in hypothetical form) for research.

120. Distinguish between data and inference, fact and assumption.

121. Recognize the validity of research which presents consistent conclusions rather than reading into the results that which one wishes to see.

122. Examine current research with staff to determine the applicability of results to the local district.

123. Design a research study for a specific educational problem.

124. Implement a research design to study a specific problem of interest.

125. Design and apply a method to evaluate personnel who should possess needed specialized research skills.

126. Study a problem or state interest area with staff; develop a design consistent with well-defined, established conditions for experimental investigation.

127. Design and apply a curriculum research plan for the evaluation of a particular instructional program.

128. Design research patterns that measure that which one wants to measure. Place as much control as possible on as many variables as possible, analyze the results and get teachers to use those techniques that were used in the experiment that brought desirable results.

129. Borrow and apply theory and research from the behavioral sciences. The fields of learning, social change, communication and human relations are well ahead of educational researchers in theory building.

130. Survey a problem area and develop with staff an experimental design consistent with well-defined principles of research.

131. Draw sound conclusions/implications from research data for school programs.

132. Outline different approaches using research methods to

check or hypothesis which have been suggested from the teaching-learning situation. The outline would include major theories to be treated, the subjects involved, the time sequence to be followed, budget, the research methodology to be used, and the identification of the people who would be involved with making the final decision about the research.

133. Help staff to be cognizant of the basic elements to consider in structuring experimental programs.

134. Design appropriate surveys and questionnaires; organize data into efficient, understandable, usable form.

135. Design into action-research, projects in curriculum beginning with questions posed by teacher.

136. Adhere to the canons or rubrics of scientific methodology.

137. Be faithful to the conditions specified in the original or finalized version of the project or activity; i.e. exercise careful utilization adhering to the conditions and/or circumstances as intended by the researcher.

IV. Provision for In-Service Needs of the Staff.

A. Management.

138. Plan and conduct system-wide workshops, institutes, and conferences.

139. Help organize in-service programs at the building level to serve a specific need or interest.

140. Identify significant in-service needs of teachers and develop a supportive environment.

141. Keep all staff members informed about programs and processes in curriculum development.

142. Coordinate and implement all in-service education activities within the school district.

143. Develop a systematic procedure whereby he can share professional reading, research, ideas, and studies with interested staff members.

144. Refer teachers to appropriate live sources of help in various areas of instruction.

145. Help teachers to understand children and youth.

146. Secure resource personnel for necessary consultative services to help teachers solve day-to-day problems with student learning and with the mechanics of teaching strategies.

147. Know the background of consultants and determine how they can be used as resource persons.

148. Provide a means by which teachers can establish priorities for in-service needs.

149. Establish a procedure involving each teacher, or team, for identifying in-service needs of each staff member.

150. Communicate the needs of in-service teachers to pre-service institutions.

151. Promote joint college or university and school district cooperative projects related to in-service needs.

B. Program and Instructional Improvement.

152. Design and administer a multi-area in-service operation, sensitive to individual and group needs of staff.

153. Design instruments that can be used to scan the needs of the staff.

154. Organize evaluation studies at various levels of the school structure, school system, or curriculum areas.

155. Describe and analyze the activity climate in the classroom.

C. Interpersonal Relations.

156. Identify a wealth of professional growth opportunities for teachers.

157. Cause fellow staff members to emerge as leaders in curriculum development projects.

158. Budget and seek monies to carry out in-service activities.

159. Inspire confidence in the in-service participants assuring them that they have the competency to accomplish the tasks.

160. Hold group reaction sessions to the in-service plans.

161. Recognize and use teachers' ideas and leadership abilities.

162. Recognize that teachers have different professional needs and plan and conduct a variety of in-service activities to appeal to teachers with varying levels of competencies and interests.

163. Provide a flexible set of ideas for interest groups.

164. Recognize individual differences in staff members and provide individual programs.

165. Evidence a highly trained and flexible mind and an emphatetic and perceptive spirit; a firm foundation of general knowledge with an on-going curiosity for new

knowledge; skill in personal relationships; competence in helping personnel develop professionally through:

a. individual conference
b. small staff conference
c. large group conference

166. Encourage and stimulate teacher professional growth and initiative by creating and developing with teachers a continuous in-service program.

167. Develop with teachers an in-service education program organized to foster the discovery of professional ability.

168. Encourage and help individual teachers and groups to reach beyond known resources for imaginative and creative solutions to improve teaching methods.

169. Provide in-service education opportunities for the teaching staff to obtain the knowledge and skills necessary to implement current curriculum plans.

170. Conduct a three-year program of orientation activities for new teachers to acquaint them with instructional philosophy, available resources and curriculum guides and plans.

171. Work with teachers (individuals or small groups) to implement a new curriculum guide through workshops, live demonstrations, videotape representations, etc.

D. Research.

172. Devise techniques for identifying in-service needs as perceived by staff.

173. Identify the needs of teachers through problem-census procedures.

174. Assist teachers in the development of specific skills needed to conduct action research.

## EXAMPLES OF COMPETENCY ASSESSMENT

In the following examples of assessment of competencies, the selected competencies have been further sub-divided. Sample means of assessment, appropriate to the objective, are described. Criteria for each have been listed. (The competency used in Example One is drawn from Role II, Definition and Application of Curriculum Theory, and from Function B, Program and Instructional Improvement. Accordingly, the criteria for assessment of the competencies have been developed with Role II and Function B in mind.)

It will be noted that the assessment procedure includes characteristics common to the various means of assessing a competency or cluster of competencies. Thus, the procedure usually includes statements of sub-divisions of the competency in behavioral terms, a

description of the setting in which the assessment will take place and who will be involved in the assessment process, and a listing of the criteria on which an assessment of the adequacy of the student will be made.

The nature of the means of assessment will be dictated by the competency being assessed. Each competency calls for a setting and for tasks most suitable for the gathering of data suggested by the criteria listed specifically for that competency.

Example One

Competency

Provide opportunities for teachers to study and act in groups on problems of concern to them

1. Recognize staff, community and administrative needs, and then bring about the establishment of on-going and ad hoc organizations such as:

   a) departmental curriculum committees

   b) system-wide curriculum advisory councils

   c) school-based interdisciplinary instructional leadership teams

   d) problem-oriented task forces

   e) study groups

2. Indicate the interrelatedness of all committees, task forces, councils and study groups and their relationship to the goals of the district and to the administrative and teacher organizations.

3. Provide opportunities for leadership teams to participate in workshops, conferences, institutes and similar activities. In addition to such college based learning experiences as readings, seminars, lectures, and discussions, the candidate will engage in additional experiences such as the following.

Related Field Learning Experiences

1. Discuss with the person responsible for curriculum development in a school district procedures for establishing on-going and ad hoc organizations and committees.

2. Identify present opportunities in the school district for teachers to participate on school district committees. Participate in groups/committees, observe how they function.

3. Talk with teachers regarding their perception of being involved in curriculum decisions.

4. Determine source and amount of funds in the district budget allocated for teacher study groups.

Competency Assessment

Conditions

The assessment will be carried out within the context of the Related Field Learning Experiences. This will involve the candidate interacting with a college field panel.

Criteria

The person will:

1. Describe five ways of providing opportunities for teachers to study and act in groups on problems of concern to them.

2. Describe at least three different approaches for involving staff in the process of establishing committees, study groups, etc. And will explain the factors to be considered for each of the approaches. The candidate will give reasons for the selection of the five ways.

3. Describe by explanation and example the interrelatedness of all committees, task forces, councils, and study groups and their relationship to the goals of the district and to the administrative and teacher organizations.

4. Establish guidelines for decision-making relative to leadership teams to participate in workshops, conferences, and institutes; and for the development of school-based or system-wide problem oriented workshops.

5. Analyze the field experiences including teacher perceptions of their involvement, present opportunities in school district for teacher participation and procedures for establishing on-going and ad hoc organizations and committees.

Example Two

Competency

Understand specific theories of curriculum and apply them within the context of the school district.

1. Know the various definitions of curriculum.

2. Know the differing applications of curriculum theory which are found in different disciplines.

3. Comprehend the total context of application of curriculum which applies to the school district.

Related Field Learning Experiences

1. Talk with several district administrators about their concept of curriculum theory.

2. Analyze district curriculum materials and instructional priorities to identify the respective curriculum theory from which each has been developed.

3. Talk with several teachers about their concepts of curriculum theory.

4. Secure the district's curriculum guides and discuss with a group of teachers, principals and curriculum people where the consistencies are re the relationship of the district's philosophy and curriculum.

5. Analyze curriculum changes in the district over the last several years and identify the basis for these changes.

Competency Assessment

Conditions

The assessment will be carried out within the context of the Related Field Learning Experiences. This will involve the candidate interacting with a college field panel.

Criteria

The person will:

1. Define, in his own words, the meanings of "curriculum," "instruction," and "evaluation."

2. Develop his own model, based on current theory, of curriculum implementation.

3. List and describe the current theories of curriculum development.

4. Compare and contrast the various curriculum theory found in projects from the separate disciplines.

5. Describe the importance and origin of these differences.

6. List the political, curricular, instructional, and personal implications involved with change within the specific school district.

7. Develop a proposal for curricular change that applies to the specific school district and its special problems.

## MAJOR ISSUES

As the Professionalization Committee of the New York State Association for Supervision and Curriculum Development held meetings throughout the state, it became aware of the multitude of concerns of both college staff and practicing school administrators and supervisors surrounding the design and implementation of competency-based supervisory programs. These concerns centered on the four major issues of Competency Identification, Learning Experiences, Competency Assessment and Program Governance.

Each of these four major issues is discussed below. The sub-issues are identified, some suggested solutions are offered and the implications for persons in the public schools, colleges, and professional associations are then listed.

### Competency Identification

A number of problems or issues have been noted by those who are either in the planning stage of a Competency Based Supervisor-Administrator Education (CBS-AE) Program or who are involved in the preparation and listing of competencies.

Sub-Issues

1. How shall administrative/supervisory competencies be identified? Who shall be involved in this process?

2. In what form will competency statements prove most helpful? How specifically should competencies be stated?

3. How shall competency statements be revised to reflect new conditions and new findings in administration and supervision?

Although colleges, with the cooperation of public schools, have been working toward the development of competent candidates in the fields of supervision, curriculum and administration, very few have, until recently, spelled out in quite specific terms the competencies needed by persons in these fields. It is not surprising that many colleges and public schools as they work together find that the approach to certification through competencies, which can be developed and assessed, requires a different mode of thinking than does the development of curriculum which relies primarily on course work with objectives being more global in nature. Too, colleges are not only working with public schools in field experiences but also on the development of competencies.

Initial discussions on the identification of competencies invariably lead to an examination of the present and future roles and functions of supervisors and administrators. The establishment of an agreed upon philosophy and the roles and functions is essential to the thoughtful process of identifying and stating the competencies one must gain in a Competency Based Supervisor-Administrator Education Program. The consortium (a formal working arrangement of units of higher education, public and private school and professional associations) can then proceed to create its own set of competencies or it can select from, and adapt and modify, competencies which have been developed by other groups, including the set of competencies prepared by the

Professionalization Committee of NYSASCD and included in this publication.

The concept of CBS-AE clearly implies that the competencies will be refined and stated in terms of specific observable behavior. Stating the competencies in this manner will lead to suggestions for alternative learning experiences and will also provide the basis for the criteria needed in the assessment process. Although consortiums are having greater problems in writing objectives in the affective area, progress is being made as groups continue to refine the statements of competencies and the means of assessing those competencies. A real danger is that those preparing CBS-AE Programs will conclude that competencies which cannot be measured as accurately at this time should be discarded from program design even though there is agreement that such competencies are essential for both present and future supervisors.

As might be expected, the skills needed in the writing of competency statements improve as college departments and representatives of the public schools continue to work together. The common experience, too, will lead to a group recognition of the need to continuously review and update the competencies. This issue of insuring that competencies in the program continue to reflect new findings and new conditions will be explored further under the topic of Governance in this section.

The New York State Association for Supervision and Curriculum Development has a strong interest in the competencies needed to be developed by persons being prepared and certified primarily in curriculum and instruction. Additionally, NYSASCD places strong emphasis on the need for other persons in supervision and administration to gain some competencies in curriculum and instruction. With such competencies, those who are in business management, the principalship, personnel and guidance positions will function more effectively. It follows, then, that those whose primary interest may not be in curriculum and supervision but whose functioning directly affects the quality of instruction can well be requested to contribute to the formulation of competencies needed by them.

Implications

The identification and inclusion of appropriate competencies in program design implies an active participation of persons in the public schools, in colleges and in professional administrative-supervisory associations. The following outlines the roles of each group.

Public School Staff

1. To become aware of specific competencies included in local college certification programs.

2. To provide input for competency revision.

3. To help establish the validity of competencies by applying them to the local situation.

College Staff

1. To initiate contacts with school district administrative-supervisory staff prior to program design.

2. To consult systematically with practicing school administrators and supervisors when reviewing and updating competencies.

3. To include appropriate college departments in the identification of competencies.

4. To utilize available expertise in establishing the validity of competencies.

Professional Associations

1. To seek representation to competency certification program policy boards.

2. To develop suggested competency statements.

3. To assist administrators and supervisors to gain a working knowledge of the specific competencies.

4. To recommend to the State Education Department the distribution of competencies proposed by ASCD.

## Learning Experiences

Implicit in the Competency Based Supervisor-Administrator Education Program is the recognition that there is a necessity for bringing about changes in the nature of experiences offered students. Also there are factors which must be subjected to concentrated study in order that substantiated decisions will be made leading to significant kinds of experiences being developed. This challenge of the CBS-AE program to develop learning experiences which are truly consistent with the competency statements creates issues both within the college or university and in the field and in the functioning relationship between the two institutions.

Sub-Issues

1. What is the nature of the experiences through which needed competencies may be gained? What are the factors which should be considered when deciding which learning experiences will be provided in the college and which are more appropriately offered in the school district?

2. What are the problems of placement in a field experience? How can time and financial compensation be found to provide adequate field experiences and supervision for students?

3. How can learning experiences be developed and provided for practicing administrators and supervisors who have identified curriculum and supervision competencies which are needed by themselves?

The curriculum is one of the most crucial components of the Competency Based Supervisor-Administrator Education delivery system. The curriculum is vital because it includes all the clusters of learning experiences through which a student will have opportunities to gain the competencies essential to a fully functioning supervisor-administrator. The nature of the experiences, both within the college and in the field, will affect the quality of the student's perceptions relative to the interrelatedness of the competencies being gained.

Competency Based Supervisor-Administrator Education offers the profession a timely opportunity to subject the higher education curriculum to careful study to determine the validity of both the content and the kinds of experiences being offered the student both in the college and in the field. Such study will help to determine the kinds of substantive changes needed in the content courses, seminars and field experiences. The study will also assist in determining the kinds of settings and learning experiences most appropriate for the gaining of the various kinds of competencies. The issue, then, is to insure that the nature of the experience is determined by the competency statements. Too, it is essential that the totality of experiences provide the ingredients and the settings through which a student will be given opportunities to develop a functioning comprehension of what constitutes supervision and administration.

Decisions on curriculum in the college and in the field experiences should reflect findings of research on learning behavior, especially related to the conditions within which concepts and competencies are gained and applied. In Competency Based Supervision-Administration Education programs it is expected that understandings and concepts will not be developed exclusively in the college and then subsequently applied by the student in a field setting. It does suggest that colleges plan learning experiences in which the input of the college is coupled with first hand observation of persons and situations in the field where applications of the concepts and competencies may be analyzed in actual settings. Opportunities for the student to participate as well as to observe in selected situations allow the student to function under actual conditions. This kind of experience is going to demand not only the use of specific competencies, but will include the necessity for the student to assess the factors in a given situation. Such opportunities for the student to develop the interrelatedness of competencies are important during the period his basic concepts of supervision and administration are being developed.

The preparation of the field experience portion of the student's curriculum demands a similar careful study by the public school in cooperation with the college or university. Again, are the experiences which are being developed and offered the student consistent with the stated competencies?

Another issue leads to a consideration of the overall characteristic of the field experience. In the placement process, will the student be assigned a series of remotely related tasks or will the field experience have a more broadly based orientation? The more broadly based field experience, although possibly more difficult to plan and carry out, has advantages in that the experiences provide a greater variation of interaction within situations and with people. In this setting the student will have a greater opportunity to do the

background work, research a matter, develop plans, experience various ways of involving others in the process and carry the plan to a conclusion. He then has the opportunity, in his gaining of competencies, to evaluate the various steps and the total process. He also has opportunity to process ideas, information and his observations of human behavior and then act upon his conclusions.

The acceptance of placement of a student in a field experience requires an expenditure of time for supervision of the student's learning experiences, for conferring with the student, for communication between the college and the school district, and for participation in assessment. Time is also needed for clarifying for college and for school district staff members, the purposes and nature of CBS-AE, and more particularly, the ways in which staff members can assist in the student's experiences in gaining the competencies. From the standpoint of a school district, it is difficult to fully justify the expenditure of time and money if the student is perceived as an "extra person" working within the school district. It can be justified, however, in that the presence and involvement of a student provides a motivation and mechanism for a school district to update staff administrative and supervisory skills. The student brings different ways of working and possibly some newer insights to the district. The identification of potential administrators and supervisors is aided through the presence of the student and through the contacts with college personnel.

The close working relationship between the college and the school district will inevitably lead to arrangements through which some staff members from the college and the school district will serve in both settings to the mutual advantage of both institutions. College staff members will contribute to the on-going, in-service opportunities in a school district while school administrators, on adjunct faculty status, will contribute in CBS-AE programs as intern supervisors and resource personnel. Benefits which accrue through such arrangements will be evaluated as part of the on-going evaluation responsibility in the governance of the CBSE program.

Practicing administrators and supervisors recognize the importance of continually upgrading their understandings and skills. In-service experiences can well be planned around district-identified competencies needed by principals, supervisors, team leaders, curriculum directors, assistant superintendents and others. Having identified the competency or competencies to be gained by the participants, a series of experiences can be planned which are tailored to the anticipated outcomes. Ideas for experiences may be found in some of the learning experiences or modules which colleges and school districts together are developing for the student. Resource units, some computer based, will be available in print-out form to individuals and groups. It is anticipated that there will be considerable sharing of these units or instructional experience modules among school districts and between colleges and school districts.

Implications

Although the implications for action are listed under three different groups, the meeting of responsibilities for action is more often cooperative in nature. It is likely that the group under which the implication is listed will take the initiative in planning for

action. The three groups that would participate are as follows.

Public School Staff

1. To grant permission to utilize the school district program for the student to participate in learning experiences.

2. To cooperate with colleges to identify appropriate learning experiences.

3. To utilize the experiences as a basis for examining and updating the competencies of current school district administrators and supervisors.

4. To volunteer to assist college staffs in research and validation of learning experiences.

5. To engage in self-study using competencies developed locally and using the NYSASCD set of competencies.

College Staff

1. To take the leadership in designing appropriate learning experiences for both the college and the field experiences and in determining the appropriate setting in which the competency may be gained (college or field or both).

2. To individualize further current offerings by providing alternative learning experiences related to specific competencies.

3. To utilize program evaluation findings to modify learning experiences in order to reflect the needs brought out in the evaluation following program evaluation by the policy board.

Professional Associations

1. To devote a portion of your program to orienting or informing membership about Competency Based Supervisor-Administrator Education with emphasis on the relationship of competencies and learning experiences.

2. To form study groups or other appropriate vehicles for suggesting CBS-AE learning experiences.

3. To organize ways in which practicing school district administrators and supervisors can use CBS-AE program learning experiences for their own professional growth.

## Competency Assessment

The critical issue of assessment of competencies cannot be realistically approached until major issues involved in this process are clearly identified. A successful beginning of the assessment process must deal carefully with the following concerns.

Sub-Issues

1. How can the demonstration of a competency be measured with a reasonable degree of accuracy? Especially, how can attitudinal competencies be measured?

2. How shall administrative-supervisory competency assessment criteria be determined? Who shall be involved in this process? Where shall competency assessment take place?

3. How can competency assessment assist in the development of a fully functioning professional administrator-supervisor?

Those involved in the development of CBS-AE programs find that it is in the area of assessment that they find the greatest amount of difficulty in exploring the issues and in coming to a working agreement. Fortunate are those consortiums whose membership has already struggled through the role and function of the supervisor and who have worked together in developing the competencies in the CBS-AE Program. These experiences, common to all members, and the mutual understandings of expectations of the candidate provide much of the needed first hand background as the issues in assessment are met. The problems include the writing of criteria for assessing each of the competencies, the designing of various methods of gathering data on the performance of the intern which are appropriate to the nature of the competency being assessed, and providing for ways in which an evaluation of the data will be brought together in the continuing process of assessment throughout the internship of the candidate. Competencies cannot be measured in any finite way. It may be possible to measure accurately some of the competencies--and some parts of other competencies. Most of the competencies will not, however, lend themselves to immediate observation and measurement.

As one would expect in a competency based program, it is essential to list the criteria which serve as the basis for whether a person has or has not demonstrated a competence or a cluster of competencies. With the usual practice of having more than one observer, all observers will use the same agreed-upon criteria. Too, observations will be made in a number of different settings or situations thereby providing opportunities to demonstrate growth in performance. Also valid determinations can be made relative to the consistency of performance in a competency or a cluster of competencies. Considerable progress has been made in developing means for the assessment of competencies in the affective domain. Competencies having to do with attitudes and human relations are of such importance, especially for supervision, that the best means now available must be utilized and through study and creativeness additional approaches in assessing competencies in this essential area must be devised.

The process for identifying appropriate competency assessment criteria is the same as the process for identifying the solution to most competency issues, i.e.: the cooperation of college staff, practicing administrator/supervisors, and professional associations of school administrators and supervisors on an equal basis is essential. Assessment criteria will, to the greatest extent possible, require the candidate to demonstrate the possession of a specific set of behaviors. Further, these criteria will be described in advance and in specific enough detail that the candidate will have little doubt of what

constitutes success.

Although assessment can take place both within the college and in the public school setting, the field setting offers special opportunities for the candidate to integrate many specific knowledges, skills and attitudes. The determination of the most appropriate location of the assessment as well as the determination of the most appropriate assessor follows from the competency statement. For example, if the competency concerns the skill of conferring with a parent, the best assessment will probably come from a cooperating field administrator who observes a candidate conduct a parent conference. If the competency concerns cognitive knowledge of theories of human motivation, the best assessment will probably come from a college staff member who reviews a written or oral explanation by the candidate. Competency assessment would not expect a person to perform that which can be measured cognitively. Nor, conversely should competency assessment require the cognitive assessment of competencies which must be performed and observed. Lastly, competency assessment must occur in the most appropriate settings and made by those most cognizant of, and closest to, the demonstrated competency.

Following each assessment or data-gathering process concerning the performance of a competency or cluster of competencies, a conference, consisting of the observers and the intern, provides an opportunity for all to share in an examination of the data. The evaluation then is rounded out with the drawing of a conclusion leading to a decision as to whether the intern has met the criteria for the competency being assessed.

It is recognized that the gaining of a list of competencies does not necessarily equate with one's ability to supervise or administer. The interaction of the intern, the college personnel, public school persons and the public school situation greatly enhances the probability that he will continually integrate his learning as he becomes a competent, functioning individual.

The competencies advocated by the New York State ASCD are long-term in nature and, therefore, require the constant effort of all supervisors and curriculum planners. Practicing school administrators and supervisors involved in competency based program design and implementation will want to avoid concentration on pre-service competency assessment while neglecting an equally significant need--that of improving the skills, knoweldges, and attitudes of those who are already employed in supervisory capacities.

Competency is a relative term. Undoubtedly there is a minimum level of knowledge, skill, or attitude required for initial appointment to a supervisory position. But to assume that such minimum competence is all that is required of a practicing administrator/supervisor is to ignore the need for further self-growth and to ignore the system's expectance of increased competence over time. To fail to provide a means to assure the continuing growth of administrative/supervisory competence is, therefore, to limit the schools to a minimum level of effectiveness--something neither desired nor permissable.

FIGURE I Expected Continuing Growth in Competence

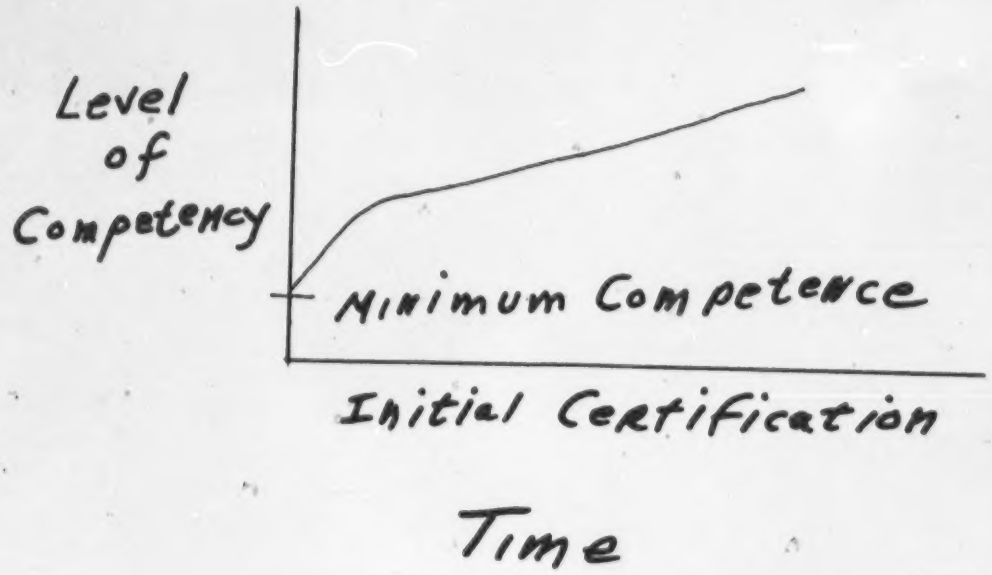


FIGURE II Comparison of Expected Degree of Involvement of Three Different Groups Over Time

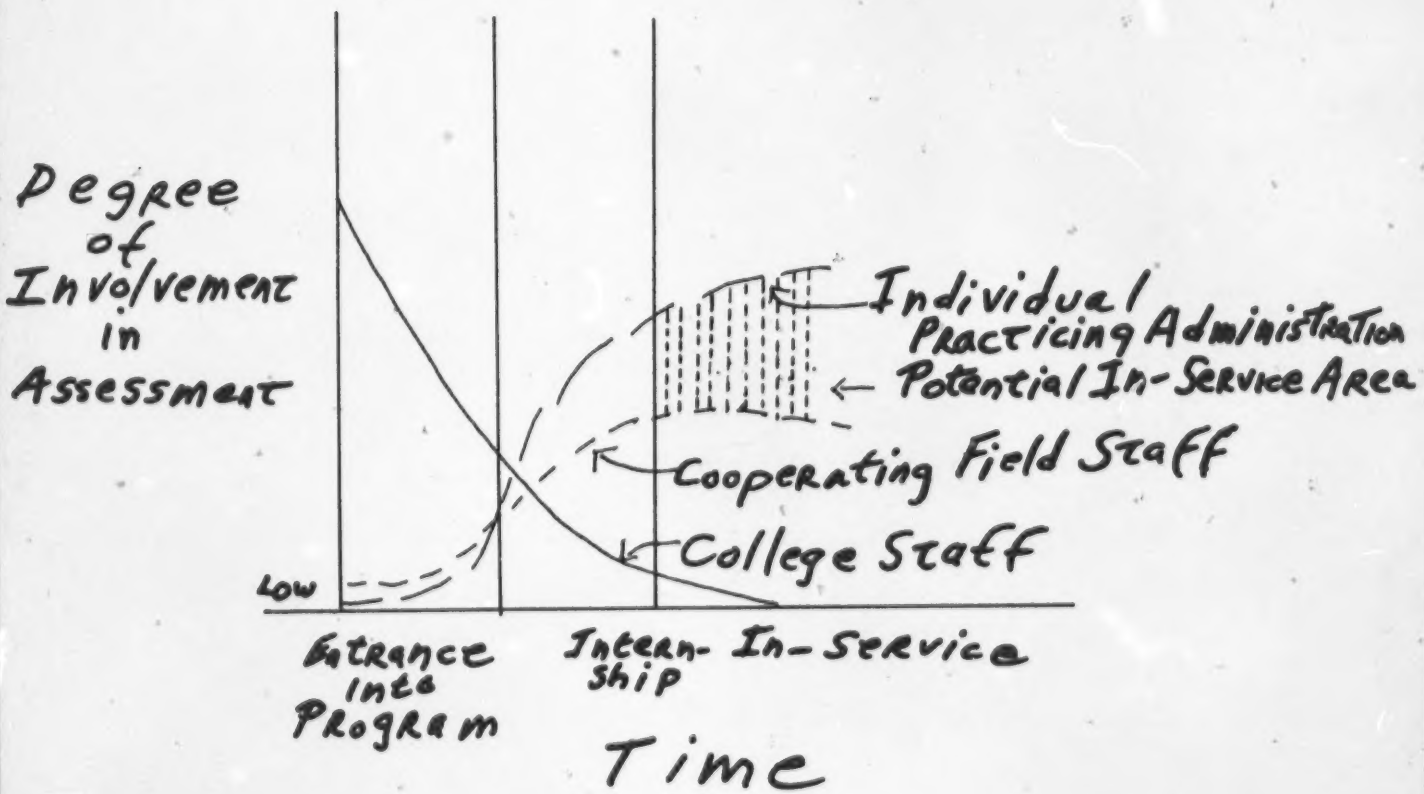

Figure I indicates the expected continuing growth in level of competence over a period of time. Such growth would probably accelerate rapidly during the first few years following initial appointment. While the rate of such growth might decline following this initial acceleration, it is expected that growth would continue throughout the professional life of the person. Growth beyond initial competence will occur "on-the-job" and will require the active involvement of the supervisor in a personal diagnosis of competence, in engaging in appropriate self-directed learning experiences and in engaging in appropriate competency assessments.

Figure II compares the expected degree of involvement of three different groups of persons over time. During the early stages of a person's preparation, competency assessment will be the primary responsibility of college staff with limited involvement of cooperating field staff and even more limited involvement of the candidate. During the internship stage of a person's preparation, the involvement of the college will decrease while that of the cooperating field staff and of the individual will increase.

Extending the line indicating the degree of cooperating field staff involvement and the line indicating the degree of involvement of the individual practicing administrator reveals an area of potential in-service for practicing administrators/supervisors. The competencies identified by the ASCD, the learning experiences designed primarily for use in competency-based pre-service programs and the competency assessments prescribed by program consortia could be used by study groups of practicing administrators and supervisors to improve their administrative knowledges, skills, and attitudes.

## Implications

Designing and utilizing appropriate competency assessment and utilizing the most appropriate settings for competency assessment implies an active involvement of persons holding administrative/supervisory positions in public schools, of persons serving on college staffs and of professional institutions of school administrators and supervisors. The components are outlined as follows.

### Public School Staff

1. To volunteer to participate in the competency assessment of individual candidates.

2. To assist in any program assessment or certification assessment panels.

3. To use the competencies described for supervisors in an in-service program for practicing administrators/supervisors.

### College Staff

1. To take the initiative in appointing appropriate inter-institutional and interdisciplinary task forces to design assessment packages.

2. To investigate ways to apply individualized competency assessment techniques to existing courses or, at least, to

portions of existing courses.

3. To utilize field settings whenever appropriate and possible to assess competencies.

4. To take the initiative in training practicing administrators and supervisors in competency assessment techniques so that they will be prepared to assist in the assessment of students.

5. To give immediate attention to the identification and utilization of affective-attitudinal measuring instruments which will be useful in identifying potentially successful school administrators and supervisors.

Professional Associations

1. To utilize resources to bring together outstanding inter-disciplinary assessment experts to assemble and/or demonstrate effective competency assessments.

2. To assist in the development of appropriate competency measuring instruments. A coordinated effort among all local and state associational school administrators and supervisors could result in the development of a wealth of assessment materials.

3. To identify appropriate competency assessment criteria for competencies which can be demonstrated most effectively in field settings.

4. To use personal and financial resources to develop multi-dimensional assessment packages (paper and pencil tests, simulations, case studies, role playing exercises, observational instruments, etc.) which could be used for initial program screening, for screening prior to the internship, for certification screening and which might also be used to meet the in-service needs of practicing administrators and supervisors.

5. To volunteer persons and settings to pilot assessment packages.

6. To assist in providing training for local school district administrators and supervisors so that they will be able to participate in competency assessment procedures.

## Program Governance

The issue of program governance cannot be overlooked in efforts to define a successful CBS-AE program. Failure to specify carefully a program governance structure could render the success of all other efforts to develop the program far less than optimal.

Sub-Issues

1. How can appropriate lines of authority and responsibility be established among groups involved in competency-based program management? How can programmatic needs be kept

from being subjugated to political pressures?

2. How can continuing cooperative program review and modification be assured so that new findings and needs are identified and incorporated quickly?

For the past several decades, the organization and management of certification programs has rested in the college and has included the State Education Department as the only other approval agency. Graduate and Undergraduate policies committees, faculty senates, deans and college presidents have shared authority and responsibility for program design, implementation, and supervision and for organization, staffing and evaluative functions. Competency based supervisory programs call for increased involvement in and a sharing of program decision-making structures. Governance by consortium becomes the practice. The need to govern by consortium is greater in a program which is derived from an analysis of the role of persons engaged in the profession, which is field centered and which attempts to combine pre-service and in-service experiences. Governance by consortium establishes new relationships among groups. It mandates new procedures and processes. Quite naturally, it results in new problems.

Approaches

Within a collaborative plan as represented by a consortium or Policy Board, questions arise relative to relationships of consortiums to legally constituted groups at the college and in public school districts. What matters have their final determination within the legal structure of the respective institutions represented in the consortium? What are the parameters of the consortium's Policy Board in decision-making? Some Policy Boards have been able to anticipate problems and have delineated areas of decision-making for each constituency. During the early stages of policy based organization, it will be necessary to identify clearly and specifically those areas in which decisions must be reserved to one of the agencies and which, therefore, are not appropriate subjects for action by a policy board. It will also be necessary to develop and agree on a set of by-laws which will govern the operation of the policy board.

The college will continue to be primarily responsible for the education and training of its students. It will be solely responsible for developing instructional materials, for providing program counseling, for monitoring student progress, and for maintaining student records.

Practicing administrators and supervisors from cooperating school districts, who have a primary responsibility toward elementary and secondary school students, will assist in competency based programs through performing certain supervisory and counseling functions in the field experience of students. Representatives from the college and the school districts will be joined by representatives from professional associations to form a program Policy Board. The functions of this Policy Board will be persuasive, influencing and advisory in nature rather than administrative. Through its objective analysis of program content and processes, the Policy Board will work to influence existing decision-making processes in each of the agencies or institutions involved in the program.

Relationships clarified in this way will do much to avoid any agency using a program or its governance structure to gain political ends at the possible expense of programmatic needs. In a consortium with many of the relationships new to the college as well as to the public school, decision-making situations arise which have not been anticipated. Sufficient experience has now been gained so that some guidelines can be offered but such guidelines will be general in nature as those involved in each consortium must work out their own understandings.

The highest priority for the program policy board will be that of program review, evaluation, and modification. In this way will programs be more likely to identify and incorporate new findings and new needs quickly. A conscientious program policy board, interested in obtaining sufficient data on which to evaluate present practices, will want to establish such information producing procedures as:

* discussion sessions involving program Policy Board members, students, cooperating district administrators and college staff.

* evaluation reports from students in program.

* departmental reports on students enrolled, competencies pursued, competencies attained.

* progress logs submitted by students engaged in internships.

* program reports submitted by those who are supervising the work of interns.

Not only will the policy board want to review the progress of students through the program but they will want to gather information about the continued applicability of program competencies in a school setting. The policy board should have available for this deliberation:

* a yearly follow-up report of graduates of the program.

* an annual survey of superintendents in whose districts newly certified administrators have been placed.

* an annual survey of area administrators who will be asked to react to the program competency list.

Implications

Recognizing and resolving the issues of program governance which, because of their political nature may be extremely difficult, implies an active involvement and a serious commitment of staff, in public school administrative and supervision positions of college staff, and especially of professional administrative-supervisory associations. The roles of each are outlined below.

Public School Staff

1. To keep informed about competency based administrative-supervisory certification programs in general and about local district involvement in such programs in particular.

2. To encourage the active involvement of practicing school administrators and supervisors in competency based programs.

3. To provide initial and/or observational field experiences for students who are in the beginning stages of the program.

4. To provide opportunities for students to engage in practical field experiences during the internship phase of the program.

5. To devote the time necessary to participate in annual program assessment reviews, to submit student progress reports, to review student logs.

College Staff

1. To respect the prescribed functioning of the policy board and resist, therefore, the tendency to engage in program design or revision without the active involvement of practicing administrators and supervisors.

2. To examine the ways in which college administrative or governance regulations or policies obstruct the development of competency based programs and to undertake the actions necessary to revise these.

3. To take the leadership in developing program assessment materials and in summarizing the results of program surveys for policy board review and action.

4. To include at least one person and/or organization knowledgeable about and/or committed to the field of Curriculum and Instruction--preferably a member of New York State ASCD--on every administrative policy board.

Professional Associations

1. To organize study groups which will identify and study some of the major issues unique to competency based supervisory certification programs, i.e., internships, costs, time commitments and other matters.

2. To volunteer to serve as a representative professional agency in the design and implementation of competency based programs and to encourage individual members to serve on program policy boards.

3. To volunteer to provide experiences or information to program policy boards indicating the importance of Curriculum and Instruction to administrative-supervisory program development.

## EPILOGUE

Hopefully, this publication will prove useful in the development of a more effective education, both pre and in-service, of the curriculum worker. It is intended to initiate thought processes which will be utilized in the acceptance or revision of the CBS-AE concept presented here. The ideas offered are not final. They should be considered as a beginning point for those who are in need of such aid at this stage in Competency Based Supervisor-Administrator Education.